



Child Protection & Safeguarding Policy

1. Policy Statement

Everyone employed by Sir Thomas Fremantle School has a responsibility in relation to safeguarding and child protection. In most cases this will be the referral of concerns to his/her line manager. In day-to-day contact with children at risk, staff members have an opportunity to note concerns and to meet with parents and other associated adults.

Increasingly, schools are expected to work with, support and sometimes lead different agencies to enable the most appropriate form of intervention to take place. This policy aims to outline the role that the school will have, the procedures that staff should take and guidance on issues related to child protection generally. It is not exhaustive. All staff should use as a rule of thumb the needs and safety of the child as being at the centre of any decision they make.

As a school with a site that is shared by a number of organisations and members of the general public, staff must remain alert to risk at all times, especially at lesson changeover and unstructured times such as break and lunchtime. Staff should be mindful of any potential issues that risk the safety of children at the school. Issues that cannot be dealt with immediately must be reported to a member of the leadership team.

This policy has been updated in line with document “Keeping children safe in education Statutory guidance for schools and colleges September 2016”.

2. The Aims of the Policy

The aims of this policy are:

- To ensure that students remain safe at all times in school and on school related activities.
- To raise awareness of individual responsibilities in identifying and reporting possible cases of abuse.
- To provide a systematic means of monitoring, recording and reporting of concerns and cases
- To provide guidance on recognising and dealing with suspected child abuse
- To provide a framework for inter-agency communication and effective liaison
- To identify strategies and interventions available to support children at risk

- To ensure that any deficiencies or weaknesses in child protection arrangements are remedied without delay
- To ensure that safe recruitment procedures are operated.
- To ensure that staff, students and parents are aware of potential risks to children and young people and that they feel prepared to respond to these risks appropriately.

School based and school organised off-site activities

All trips and visits are risk assessed and off site activities, other than sports fixtures, will be reviewed and approved by a member of the leadership team. The school will seek approval from the Governing Body for all overseas trips or those with particular risks (such as adventurous activity trips).

Overseas residential trips will generally be run through established and accredited providers. All outward bound style trips will be run by accredited and approved providers.

For CCF activities, it is acknowledged that approval is sought specifically through the MOD and therefore the school staff will generally be responsible for supervision to and from the venue and during 'down time'. It is accepted that separate MOD risk assessments for activities such as flying and shooting will be required.

Permission is sought from all parents at the beginning of each school year for students to attend fixtures if selected.

3. Senior Designated Person(s)

The school have responded to the increasing demands on the Senior Designated Person role by training additional staff.

The senior designated persons are Darren Lyon, Neale Pledger and Leah Martindale. The new Head of 6th Form (Matthew Pike) will also undergo senior designated person training.

The designated person(s) will:

- Co-ordinate action within the school and liaise with social care and other agencies over cases of abuse and suspected abuse.
- Act as a source of advice within the school.
- Ensure staff are familiar with the school policy and procedures.
- Make child protection referrals, recording and reporting accordingly.
- Liaise with agencies about individual cases.
- Organise training on child protection within school.
- Ensure that a list of all staff who have attended training is maintained centrally.
- Ensure that appropriate strategies for recording and reporting incidents are kept within

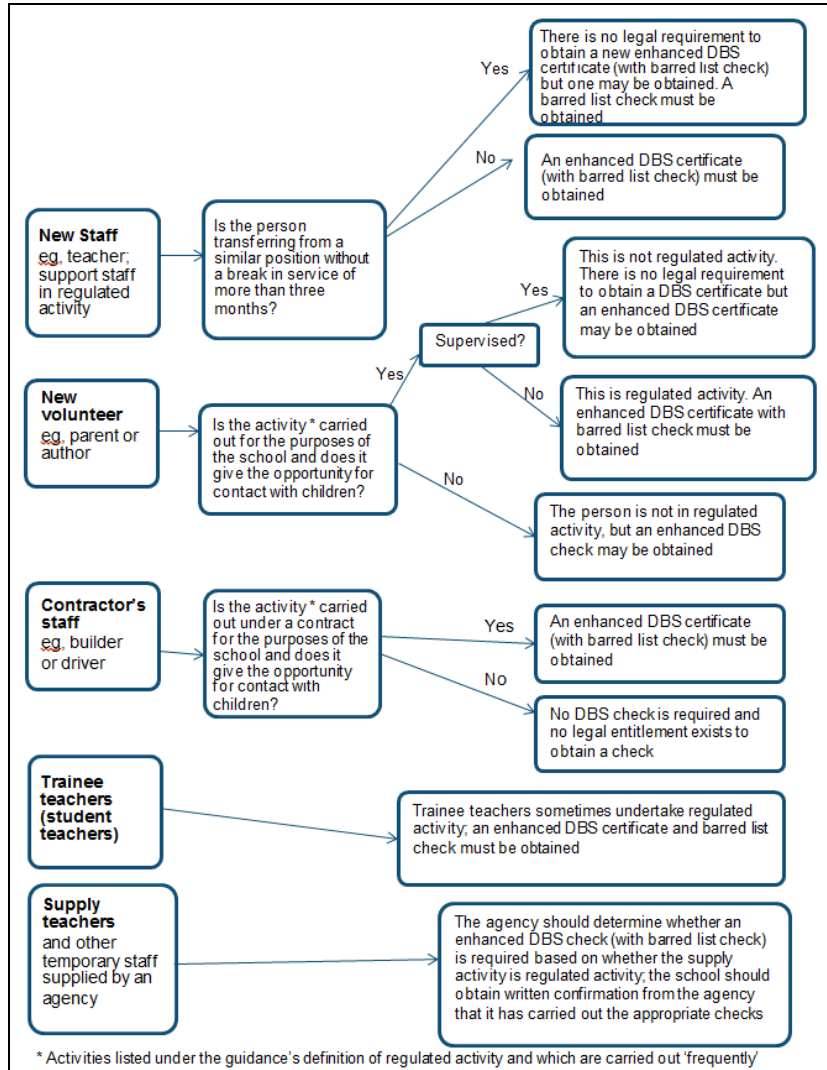
school.

- Provide appropriate feedback to members of staff as and when necessary.
- Be trained in child protection and inter-agency working. This training will be updated every two years. In addition to formal training, practice will be kept up to date via in-house training, attendance at liaison meetings and following case or incident reviews.

4. The Governing Body

The governing body will:

- Be responsible for undertaking annual reviews of the policies and procedures that apply to child protection and of the efficiency with which the related duties have been discharged.
- Ensure that recruitment is carried out in line with the highest standards and fully in line with the expectations laid out in part 3 of the 'Keeping Children Safe in Education' document.



- Be responsible for receiving and discussing relevant updates provided by the designated person as part of the Headmaster's report.

5. School Staff

Staff will be provided with copies of / access to relevant policies and part one of the 'Keeping children Safe in Education' document. Staff will sign to acknowledge this and to confirm that they have read and understood the documents and their responsibilities.

Staff will receive regular updates on key issues and annual CPD will always contain CP and Safeguarding awareness training and updates.

School staff should:

- Be alert to adults on the school and surrounding site and that where they are visitors to the school they have a visitor's badge. Red Lanyard (Bucks CC), Blue STFS Lanyard for visitors to STFS. STFS visitor's badges are labelled 'Accompanied Access' or 'Full Access' depending on whether the school hold a DBS for them.
- Report any concerns immediately, where possible to the designated teacher or his/her deputy.
- Consult with the designated teacher if in any doubt as to how to proceed.
- Be alert to the signs of abuse as detailed in this policy.
- Follow the advice given in this policy in relation to how to handle disclosures.
- Ensure that their behaviour and actions do not place Students or themselves at risk of harm or allegations of harm to a student (for example, in one-to-one tuition, sports coaching, conveying a student by car, or engaging in inappropriate electronic communication with a student).
- Ensure that assurance is obtained that appropriate child protection checks and procedures apply to any staff employed by another organisation and working with the school's Students on another site (for example, in a separate institution).
- Receive training in child protection (updated every three years). This training also applies to the Headmaster.

6. Partnerships with Parents

It is important that the school has an established approach to working with parents. Parents' and children's need for privacy should be respected. However, the priority is the needs of the child and effective liaison is crucial for this.

It should be recognised that families from different backgrounds and cultures will have

different approaches to child-rearing. These differences should be acknowledged and respected provided they do not place the child at risk as defined later in this policy.

Where possible school staff should work with and share information with parents. Permission for liaison and information sharing with outside agencies should be sought unless it places the child at risk. In these cases it is preferable to seek advice from social care or make a child protection referral.

The school will continue to advise parents on safer use of the internet and social media and the default position will remain 'if in doubt, remove the access'. The school issues regular updates to parents on acceptable internet use and risks of social media / online / digital communication and this is supplemented with voluntary sessions for parents at school. The school's website signposts parents to a range of resources to assist with online safety.

7. Guidance on Recognising Abuse

Child abuse is a term used to describe ways in which children are harmed by someone often in a position of power. It is not the responsibility of school staff to decide whether child abuse is occurring but we are required to act on any concerns and report it to the appropriate party. The health, safety and protection of a child are paramount.

Abuse might fall into the categories of:

- physical
- emotional
- sexual
- neglect.

Training on how to recognise signs of abuse will be included in all induction of new staff as well as through annual child protection training.

8. Policy on Dealing with Suspected Abuse

All staff should refer concerns to the designated teacher as soon as possible. In the meantime, they should:

- Listen to the student, keeping calm and offering reassurance.
- Observe bruises but should not ask a child to remove or adjust their clothing to observe them.
- Allow the child to lead the discussion if a disclosure is made, but do not press for details by asking questions, e.g. "what did they do next?"
- Listen — don't investigate or ask leading questions, but use questions such as "is there anything else you'd like to tell me?"

- Accept what the student says without challenge — reassure them that they are doing the right thing and that you recognise how hard it is for them.
- Not lay blame or criticise either the child or the perpetrator.
- Not promise confidentiality — explain that they have done the right thing and who needs to be told.

When abuse by another child is suspected, child protection procedures will be applied to both (alleged) abuser and abused. If appropriate, the school's disciplinary procedures will be invoked.

9. Policy on Dealing with Allegations of Abuse against Members of Staff, Volunteers, Headmaster or Another Student

The school understand that a student may make an allegation against a member of staff, volunteer, Headmaster or another student.

If such an allegation is made, the person to whom the allegation is made will immediately inform the Headmaster. The Headmaster will, on all such occasions, discuss the content of the allegation with the appropriate local authorised person(s).

If an allegation made to a member of staff concerns the Headmaster, the person to whom the allegation is made will immediately inform the chair of governors, who will consult with the school's designated person.

Discretion will be used in dealing with all allegations. A false allegation, whether it is made for frivolous or malicious reasons, can jeopardise the career of a member of staff/volunteer and cause irreparable damage. Equally, if a genuine complaint is not taken seriously, it can be damaging to the child concerned and to other children who may become future victims.

The matter must remain strictly confidential until the Headmaster (or chair of governors) has made an initial assessment and decided what steps are to be taken. A decision will be taken as to whether the suspicion or allegation is an internal disciplinary matter (in which case the school's disciplinary procedures will be followed) or whether there is a potential child protection issue (in which case the school's child protection procedures will be followed).

If it can be shown that an allegation is demonstrably false, is it not necessary to make a referral.

A member of staff/volunteer against whom an allegation has been made may, but will not automatically, be suspended. Suspension will arise on the following grounds.

- A child or children would be at risk.
- The allegation is so serious that dismissal for gross misconduct is possible.
- It is necessary to allow any investigation to continue unimpeded.
- Suspension may be considered at any stage of an investigation, but is a neutral act, not a disciplinary sanction, and will be on full pay.

10. Procedures for Monitoring, Recording and Reporting

School policy is that brief notes should be kept at the time of the incident or immediately after with the subsequent completion of a critical incident sheet. Records may be used in legal proceedings and must be kept accurate and secure. All records should be copied to the designated person and should include factual information rather than assumption or interpretation. The child's own language should be used to quote rather than a translation.

Records may be used at a later date to support a referral to an external agency.

11. Designated Teacher(s)

The designated teacher(s) will:

- Follow-up the referral using the critical incident sheet as a basis for consideration before action.
- Make additional records of discussions and any investigation that takes place.
- Make a decision whether to continue to monitor the situation or take the referral further. This decision should be communicated to the individual making the initial referral
- Where a child is referred to social care a referral form will be completed and sent within 24 hours.

12. Inter-agency Liaison

At times school staff will be called to participate in meetings organised and chaired by social care. These might include:

- Case conferences.
- Professionals' meetings in which representative professionals from different agencies are asked to meet to discuss children and their families with a view to providing support or making recommendations in terms of next stages of involvement
- Core group meetings in which a "core" group of professionals associated with the family are asked to meet to review the progress of actions decided at case conferences and register reviews.
- MASH Meetings

At these meetings, representatives from the school should be ready to report back providing information about:

- Attendance and punctuality.
- Academic achievement.

- Child's behaviour and attitude.
- Relationships with peer group and social skills generally.
- Child's appearance and readiness for school.
- Contact with parents/carers.
- Any specific incidents that need reporting.

Prior to the meeting, SENCO, class teachers and other adults working closely with the child will be asked for their comments. Following the meeting feedback will be given and staff brought up-to-date with any actions that are needed.

13. Confidentiality

Where children are on the child protection register and leave one school for another, the designated teacher must inform the receiving school and the key worker. If the child leaves the school with no receiving school, details should be passed to the principal education social worker (ESW).

Education staff have a professional responsibility to share relevant information about the protection of children with the investigative agencies. Members of staff should not promise confidentiality but can let the child know that only those who need to know will be informed and always for the child's own sake.

Time should be taken to reassure the child and confirm that information given will be treated sensitively. Reassurance should be given and the adult involved listen sympathetically and non-judgmentally.

Staff should be careful in subsequent discussions and ensure that information is only given to the appropriate person. All staff should be kept aware of issues relating to confidentiality and the status of information they may hold.

Members of staff, other than the designated member and those involved closely, should only have enough details in order to help them to act sensitively and appropriately to a student. Sensitive information regarding pastoral issues and for children on the child protection register is kept separately in a folder in the closed section of the office. Discretion should be used when talking about the personal and changing circumstances of children, e.g. when a child goes into care.

14. Supporting Children at Risk

For children at risk, school may be the one stable place from which they can expect security and reassurance. It is not only about being alert to potential abuse but providing the support to help children through difficult times. Providing them with the coping skills that can help avoid situations arising and deal with the emotional difficulties afterwards if they do.

15. SEN Support Plan

Children who are "looked after" will have their own SEN support plan or EHCP. This is part of

the care plan. It is a record of what needs to happen in order to enable the young person to “fulfil their potential”.

16. Support in School

All class teachers are responsible, in conjunction with other school staff, for the pastoral needs of the children in their care. This includes maintaining opportunity for children to share their concerns and follow the guidance in this document. Care should always be taken in regard to the discussion of sensitive issues and advice should be sought where there are concerns.

Within the curriculum there will also be opportunities to discuss issues which some children might find sensitive. Care should be taken particularly in relation to discussion about families and their make-up. Assumptions about members of families and the presence of both parents should be avoided both in discussion and the presentation of materials. During health and safety and sex education lessons, staff should be alert to the fact that some children will have very different experiences and may find content at odds with their own experiences. Staff should make themselves familiar with the background of the children in their care in order to avoid distress.

17. Physical Contact with Students

Some form of physical contact with Students by teachers is inevitable. All teachers should be aware of issues related to touching and the way in which this might be misconstrued. This relates particularly to any sensitive areas of the body.

Where any uncertainty exists a senior member of staff should be consulted and one-to-one discussions with Students might most appropriately take place in rooms which are openly visible to other members of staff.

In the event of physical restraint it is important that only the minimum amount is used in order to prevent the student from causing injury to themselves, others or property. Following such an intervention the critical incident form should be completed.

18. Child missing from education – additional guidance

All children, regardless of their circumstances, are entitled to a full time education, which is suitable to their age, ability, aptitude and any special educational needs they may have. Local authorities have a duty to establish, as far as it is possible to do so, the identity of children of compulsory school age who are missing education in their area. We actively support information sharing between parents, schools, colleges and local authorities as it is critical to ensuring that all children are safe and receiving suitable education.

A child going missing from education is a potential indicator of abuse or neglect and such children are at risk of being victims of harm, exploitation or radicalisation. Staff are expected to be alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, female genital mutilation and forced marriage.

The schools will inform the local authority of any student who fails to attend school regularly, or has 52 been absent without the school’s permission for a continuous period of 10 school

days or more, at such intervals as are agreed between the school and the local authority.

Where a parent notifies a school that a student will live at another address, we will record in the admission register:

- the full name of the parent with whom the pupil will live;
- the new address;
- the date from when it is expected the pupil will live at this address.

Where a parent of a pupil notifies the school that the pupil is registered at another school or will be attending a different school in future, the schools will record in the admission register:

- the name of the new school;
- the date on which the pupil first attended or is due to start attending that school.

Additional detailed guidance is available and will be referred to where the school have concerns about any student missing from education.

19. Sexual Exploitation – Additional Information and Guidance

Child sexual exploitation is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation does not always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point. Some of the following signs may be indicators of sexual exploitation:

- Children who appear with unexplained gifts or new possessions;
- Children who associate with other young people involved in exploitation;
- Children who have older boyfriends or girlfriends;
- Children who suffer from sexually transmitted infections or become pregnant;
- Children who suffer from changes in emotional well-being;
- Children who misuse drugs and alcohol;
- Children who go missing for periods of time or regularly come home late; and
- Children who regularly miss school or education or do not take part in education

19. Reporting

The school will report to the Independent Safeguarding Authority (ISA), within one month of leaving the school any person (whether employed, contracted, a volunteer or student) whose services are no longer used because he or she is considered unsuitable to work with children.

20. Contact Details of the Local Agency Responsible for Child Protection

The contact details for the local agency responsible for child protection are:

Tel: 0845 4600001

Fax: 01296 382207

Email: www.bucks-lscb.org.uk/concerned-about-child/

Referrals are to be made via the MARF (Multi-agency referral form)

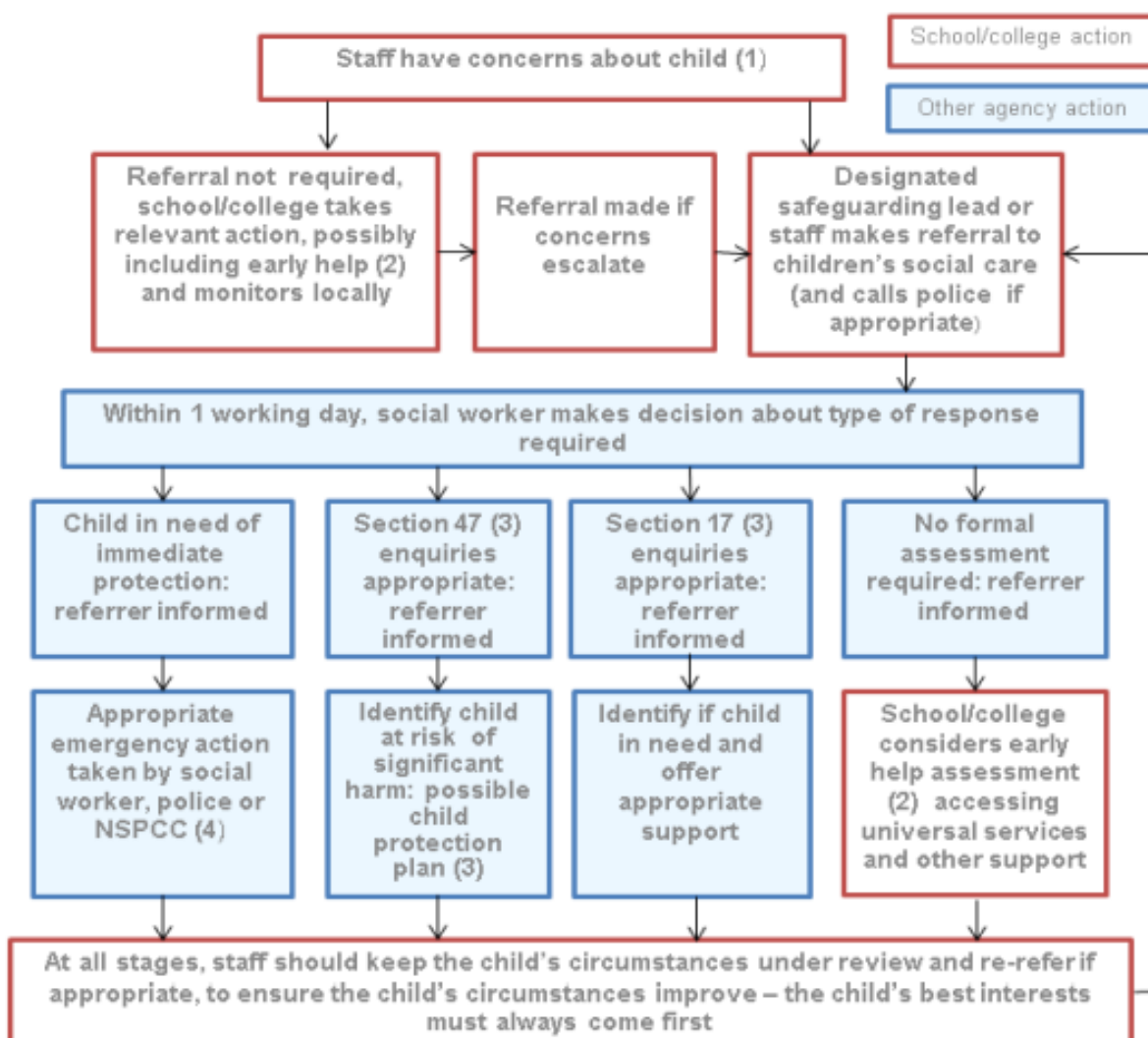
Out of hours service: 0800 999 7677

21. Linked Policies

- Safer Recruitment

- ICT and Internet acceptable use Policy
- SEND policy
- Anti-bullying policy
- Educational trips & visits policy
- Policy Statement on Female Genital Mutilation – FGM (attached)
- Policy Statement on Preventing Radicalisation (attached)

Actions where there are concerns about a child



22. Policy Review

This policy will be reviewed annually.

Agreed by the Full Governing body

Signed by: Chair of Governors

Date

Signed by: Mr D J Lyon; Headmaster

Date

Safeguarding FGM / honour based violence and forced marriage Policy Statement

Safeguarding: FGM (female genital mutilation)

FGM is a collective term for all procedures involving partial or total removal of external female genitalia for cultural or other non-therapeutic reasons. Typically it is performed on girls aged between 4 - 15 or on older girls before marriage or pregnancy. It is illegal in the UK and it is also illegal to take a child abroad to undergo FGM. There is a maximum prison sentence of 14 years for anyone found to have aided this procedure in any way. It is considered to be child abuse as it causes physical, psychological and sexual harm.

FGM is more common than many people realise, both across the world and in the UK. It is practised in 28 African countries and in parts of the Middle and Far East and increasingly in developed countries amongst the immigrant and refugee communities. In the UK it has been estimated that 24,000 girls under the age of 15 are at risk of FGM.

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon **teachers** along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by “to discover that an act of FGM appears to have been carried out” is used for all professionals to whom this mandatory reporting duty applies. Information on when and how to make a report can be found at Mandatory reporting of female genital mutilation procedural information.

Teachers **must** personally report to the police cases where they discover that an act of FGM appears to have been carried out. FGM Fact Sheet. 81 Unless the teacher has a good reason not to, they should also still consider and discuss any such case with the school or college’s designated safeguarding lead and involve children’s social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures.

Signs and Indicators to be aware of:

Some indications that FGM may have taken place include:

- The family comes from a community that is known to practice FGM, especially if there are elderly women present in the extended family

- A girl / young woman may spend time out of the classroom or from other activities, with bladder or menstrual problems
- A long absence from school or in the school holidays could be an indication that a girl / young woman has recently undergone an FGM procedure, particularly if there are behavioural changes on her return - this may also be due to a forced marriage
- A girl / young woman requiring to be excused from physical exercise lessons without the support of her GP
- A girl / young woman may ask for help, either directly or indirectly
- A girl / young woman who is suffering emotional / psychological effects of undergoing FGM, for example withdrawal or depression
- Midwives and obstetricians may become aware that FGM has taken place when treating a pregnant woman / young woman Safeguarding FGM Policy Statement Page 2 of 5 Some indications that FGM may be about to take place include:
 - A conversation with a girl / young woman where they may refer to FGM, either in relation to themselves or another female family member or friend;
 - A girl / young woman requesting help to prevent it happening;
 - A girl / young woman expressing anxiety about a 'special procedure' or a 'special occasion' which may include discussion of a holiday to their country of origin;
 - A boy may also indicate some concern about his sister or other female relative.

Action to Take if Workers Believe a Child is at Risk of FGM Report to child protection designated person or phone initial response on 0191 2772500 in an emergency - do not delay – ring 999.

If a girl / young woman is thought to be at risk of FGM, workers should be aware of the need to act quickly - before she is abused by undergoing FGM in the UK, or taken abroad to undergo the procedure. An interpreter must be used in all interviews with the family if their preferred language is not English. The interpreter must be female.

Strategy Meeting / Discussion

Once a referral has been received for either a girl / young woman who is at risk or has undergone FGM, a Strategy Meeting / Discussion must be convened within two working days. This should involve representatives from the police, Children's Social Care Services, and education. Relevant health care providers or voluntary / community / faith organisations with specific expertise (for example FGM, domestic violence and / or sexual abuse) should also be invited. Consideration should also be given to inviting a legal advisor.

The Strategy Meeting / Discussion must first establish if the parents and / or girl / young woman have had access to information about the harmful aspects of FGM. If not, the parents / girl / young woman should be offered the opportunity of educational / preventative programmes before any further action is considered.

Every attempt should be made to work with parents on a voluntary basis to prevent abuse of FGM occurring. The investigating team should ensure that parental co-operation is achieved wherever possible, including the use of community organisations and / or community leaders to facilitate the work with parents / family. However, if it is not possible to reach an agreement, the first priority is protection of the girl / young woman.

Young Women in Immediate Danger

If the parents cannot satisfactorily guarantee that they will not proceed with the mutilation and the Strategy Meeting / Discussion decides that as such the child / young woman is in immediate danger, then an Emergency Protection Order should be sought.

The primary focus is to prevent the child undergoing any form of FGM, rather than removal from the family.

If the girl / young woman has already undergone FGM, the Strategy Meeting / Discussion will need to consider whether to continue enquiries or whether to assess the need for support services. Consideration should be given to establish, if there are any younger sisters, and an assessment may be needed to determine if there are any risks to younger siblings. If any legal action is being considered, legal advice must be sought.

Child Protection Conference A Child Protection Conference should only be considered necessary if there are unresolved child protection issues, once the initial investigation and assessment have been completed.

If a Girl / Young Woman Has Already Undergone FGM

Where FGM has been practiced, a referral should be made to Children's Social Care. A Strategy Meeting / Discussion should consider how, where and when the procedure was performed and its implications for the girl / young woman. A girl / young woman who has undergone FGM should be seen as a Child in Need and offered services as appropriate.

The Strategy Meeting should consider the need for medical assessment and / or therapeutic services for her. The risk to other female children in the family and extended family must be considered at the Strategy Meeting and a referral made to Children's Social Care Services or Police as appropriate.

If the woman is the mother of a female child or has the care of female children, a multi-agency meeting needs to be held to identify the most appropriate way of informing parents of the

legal and health implications of FGM and assessing the potential risk to female children in the family.

Cultural context

The issue of FGM is very complex. Despite the obvious harm and distress it can cause, many parents from communities who practice FGM believe it important in order to protect their cultural identity.

FGM is often practiced within a religious context. However, neither the Koran nor the Bible supports the practice of FGM. As well as religious reasons, parents may also say that undergoing FGM is in their daughter's best interests because it:

- Gives her status and respect within the community;
- Keeps her virginity / chastity;
- Is a rite of passage within the custom and tradition in their culture;
- Makes her socially acceptable to others, especially to men for the purposes of marriage;
- Ensures the family are seen as honourable;
- Helps girls and women to be clean and hygienic.

Consequences of FGM

Many people may not be aware of the relation between FGM and its health consequences; in particular the complications affecting sexual intercourse and childbirth which occur many years after the mutilation has taken place.

Short term health implications include:

- a. Severe pain and shock;
- b. Infections;
- c. Urine retention;
- d. Injury to adjacent tissues;
- e. Fracture or dislocation as a result of restraint;
- f. Damage to other organs;
- g. Death.

Depending on the degree of mutilation, it can cause severe haemorrhaging and result in the death of the girl / young woman through loss of blood.

Long term health implications include:

- a. Excessive damage to the reproductive system;
- b. Uterus, vaginal and pelvic infections;
- c. Infertility;

- d. Cysts;
- e. Complications in pregnancy and childbirth;
- f. Psychological damage;
- g. Sexual dysfunction;
- h. Difficulties in menstruation;
- i. Difficulties in passing urine;
- j. Increased risk of HIV transmission.

Further information on so-called ‘honour based’ violence

So-called ‘honour-based’ violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubt, staff should speak to the designated safeguarding lead. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

Indicators

There are a range of potential indicators that a child may be at risk of HBV. Guidance on the warning signs that FGM or forced marriage may be about to take place, or may have already taken place, can be found on pages 38-41 of the Multi agency statutory guidance on FGM (pages 59-61 focus on the role of schools and colleges) and pages 13-14 of the Multi-agency guidelines: Handling case of forced marriage.

Actions

If staff have a concern regarding a child that might be at risk of HBV, they should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children’s social care. Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on teachers that requires a different approach (see following section).

Forced marriage

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage.

The Forced Marriage Unit has published Multi-agency guidelines, with pages 32-36 focusing on the role of schools and colleges. School and college staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email fmfco.gov.uk.

PREVENTING RADICALISATION

The Counter Terrorism and Security Act 2015 places a duty on schools to prevent people being drawn into terrorism. This duty applies to all schools, whether publicly-funded or independent, and organisations covered by the Early Years Foundation Stage framework.

The school is organising access to online training which ALL staff will complete. SLT will retain a list confirming which staff have successfully completed the training. This will be repeated at appropriate intervals.

Schools Leaders must:

- Establish or use existing mechanisms for understanding the risk of extremism
- Ensure staff understand the risk and build capabilities to deal with it
- Communicate and promote the importance of the duty
- Ensure staff implement the duty effectively

Other duties on schools include:

- Effective partnership working with other local agencies, e.g. LSCB, police, health, etc.
- Information sharing
- Maintaining appropriate records
- Assessing local risk of extremism (including Far Right extremism)
- Demonstrating they are protecting children
- Developing clear protocols for visiting speakers
- Safeguarding policies that take account of LSCB policies and procedures
- Training staff to give them knowledge and confidence
- Ensuring there is robust ICT protocols that filter out extremist materials

School buildings must not be used to give a platform to extremists

Understanding and recognising risks and vulnerabilities of radicalisation

Children and young people can be drawn into violence or they can be exposed to the messages of extremist groups by many means.

These can include through the influence of family members or friends and/or direct contact with extremist groups and organisations or, increasingly, through the internet. This can put a young person at risk of being drawn into criminal activity and has the potential to cause

Significant Harm.

The risk of radicalisation is the product of a number of factors and identifying this risk requires that staff exercise their professional judgement, seeking further advice as necessary. It may be combined with other vulnerabilities or may be the only risk identified.

Potential indicators include:

- Use of inappropriate language;
- Possession of violent extremist literature;
- Behavioural changes;
- Advocating violent actions and means;
- Association with known extremists;
- Seeking to recruit others to an extremist ideology.

Protecting children from the risk of radicalisation should be seen as part of schools' wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse. During the process of radicalisation, it is possible to intervene to prevent vulnerable people being radicalised.

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people.

As with managing other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. School staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately which may include making a referral to the Channel programme.

Prevent

From July 2015 specified authorities, including all schools as defined in the summary of this guidance, are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 ("the CTSA 2015"), in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent duty. It applies to a wide range of public-facing bodies. Bodies to which the duty applies must have regard to statutory guidance issued under section 29 of the CTSA 2015 ("the Prevent guidance"). Paragraphs 57-76 of the Prevent guidance are concerned specifically with schools (but also cover childcare). It is anticipated that the duty will come into force for sixth form colleges and FE colleges early in the autumn.

The statutory Prevent guidance summarises the requirements on schools in terms of four general themes: risk assessment, working in partnership, staff training and IT policies.

- Schools are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young

people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them. Schools and colleges should have clear procedures in place for protecting children at risk of radicalisation. These procedures may be set out in existing safeguarding policies. It is not necessary for schools and colleges to have distinct policies on implementing the Prevent duty.

- The Prevent duty builds on existing local partnership arrangements. For example, governing bodies and proprietors of all schools should ensure that their safeguarding arrangements take into account the policies and procedures of Local Safeguarding Children Boards (LSCBs).
- The Prevent guidance refers to the importance of Prevent awareness training to equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas. Individual schools are best placed to assess the training needs of staff in the light of their assessment of the risk to pupils at the school of being drawn into terrorism. As a minimum, however, schools should ensure that the designated safeguarding lead undertakes Prevent awareness training and is able to provide advice and support to other members of staff on protecting children from the risk of radicalisation.
- Schools must ensure that children are safe from terrorist and extremist material when accessing the internet in schools. Schools should ensure that suitable filtering is in place. It is also important that schools teach pupils about online safety more generally.

The Department for Education has also published advice for schools on the Prevent duty. The advice is intended to complement the Prevent guidance and signposts other sources of advice and support.

Channel

School staff should understand when it is appropriate to make a referral to the Channel programme. Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages.

Section 36 of the CTSA 2015 places a duty on local authorities to ensure Channel panels are in place. The panel must be chaired by the local authority and include the police for the relevant local authority area. Following a referral, the panel will assess the extent to which identified individuals are vulnerable to being drawn into terrorism, and, where considered appropriate and necessary consent is obtained, arrange for support to be provided to those individuals. Section 38 of the CTSA 2015 requires partners of Channel panels to co-operate with the panel in the carrying out of its functions and with the police in providing information about a referred individual. Schools and colleges which are required to have regard to 'Keeping Children Safe in Education 2015' are listed in the CTSA as partners required to cooperate with local Channel panels

